Doing What Works
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Assessment Data and Math Department Success Elements
Waterford High School, California

Topic: Turning Around Chronically Low-Performing Schools
Practice: Improving Instruction

Benchmark data, like that included here, is analyzed by Waterford High School math teachers collaboratively to determine strengths and weaknesses in student learning. While a benchmark has summative elements, teachers are also able to use the data as a formative assessment to inform instruction. Based on the data, teachers decide to reteach specific skills or standards with low student mastery levels. Teachers are also able to compare student performance for their own students with the overall data and to share techniques for teaching specific concepts. Schools can develop similar tools using their school/district/state benchmarks for the columns and using the data to determine which skills to reteach.

Description:	
Student Selection:	**Waterford High School	2007-2008 Spring**
Group By Data:	**Individual Student**
Assessments:	**Algebra 2 Quarter 3 Form 1 2007-2008 April 2008, Algebra 2 Quarter 3 Form 2 2007-2008 April 2008**
Scores:	**Overall % Correct, Standards % Correct**
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	Algebra 2 Quarter 3 Forms 1 & 2 2007-2008 April 2008							
Total Row(s): 98 Generated on Apr-11-2008	Overall	Algebra II: 7.0	Algebra II: 17.0	Algebra II: 18.0	Algebra II: 19.0	Algebra II: 20.0	Probability & Statistics: 1.0	Probability & Statistics: 2.0
	% Correct	% Correct	% Correct	% Correct	% Correct	% Correct	% Correct	% Correct
Average Score:	66%	69%	62%	87%	58%	62%	64%	57%
Median Score:	68%	80%	60%	100%	60%	60%	80%	60%
Mode:	89%	80%	60%	100%	100%	80%	80%	60%
Minimum Score:	23%	0%	0%	40%	0%	0%	0%	0%
Maximum Score:	97%	100%	100%	100%	100%	100%	100%	100%
Standard Deviation:	0.2	0.4	0.0	0.0	0.3	0.1	0.4	0.0
	Number	**Percent**						
Advanced (80-100%)	28	28%						
Proficient (66-79%)	27	27%						
Basic (48-66%)	26	26%						
Below Basic (34-48%)	14	14%						
Far Below Basic (0-34%)	5	5%						
Total number of students	100							